

School Activities



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School Activities

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As the Editor Sees It

Increasingly, in schools in which the student body (not the council) elects the officers of the student council, these elections are being held late in the spring instead of the following fall. The obvious advantages of such a plan are that the newly elected officers can (1) sit in and study with and so learn their jobs from the old officers; (2) study and plan during the summer, and (3) start the council off immediately after school starts in the fall. (A serious disadvantage of the fall election is that it does not take place for a month or two after school opens.)

The disadvantages of the spring election are (1) the council does not start off with the school-wide "bang" caused by campaigns and elections, (2) The fall's freshmen cannot vote, and (3) the freshmen will not be able to run for office.

However, because (1) only rarely or never are officers elected from the freshman class, and (2) election of freshmen members to the council would be held in the fall or later, the main disadvantage of the spring election seems a lack of "bang"—the interest that would be created in the council by fall elections.

Personally, we doubt seriously if this "bang" would be worth as much as an early start by officers who had prepared for their duties.

During the course of a year we receive a number of those "we-tried-it-and-know-that-it-won't-work" letters. Sometimes they relate to assembly programs, sometimes to the student council, sometimes to school clubs, and sometimes to various other extracurricular activities. A recent one referred to the home room. The tenor of all these letters is that the idea, plan, or system itself is at fault, rarely or never those who handled it. Of course, such an attitude is no more logical than that of the motorist who wrecked his new car and then sang this same song. It is somewhat strange, considering the extent to which schools and their personnel are similar, that what works in a hundred or a thousand schools is a failure in some other. Surely, the entire fault is not with the idea.

We have a few great motion pictures that reflect the interests, struggles, and achievements of professional workers in religion, medicine, engineering, science, and other fields, but offhand we cannot recall a single great film that reflects teachers—workers in a field that is as important as any of the others. But we have sat through scenes that caricatured teachers in a manner that would never be tolerated in scenes reflecting the other professions. We need not one but a number of great pictures that represent a true appreciation of the importance and accomplishments of the teaching profession. And we need fewer and fewer of those laugh-provoking caricatures that burlesque the fine men and women in it. The least that can be done is for organized student groups to squawk loudly and properly to Hollywood when such a travesty on good taste and good judgement appears in a picture.

A few years ago the honorary degree was conferred by colleges and universities for sound educational, scientific, or humanitarian achievement. Now it seems to be the cheap price paid for collegiate publicity, political and financial assistance, presidential trades ("You give me one and I'll give you one—they'll look nice in our catalogues"), commencement speakers' services, etc. Guess the degree is no longer honorary, just plain "ornery."

Because we have many calls for reprints—and are glad to supply them—we suggest that they be ordered early. Too, we can supply entire numbers for classes, groups, exhibitions, etc., at a reasonable price, if they are ordered promptly.

During a recent two-week trip to Canada we appeared on a number of student programs—banquets, council conferences, graduations, assemblies, etc., and we were very greatly impressed, as we have been on previous similar occasions, with the sincere courtesy shown by Canadian students. A fine compliment to their teachers!

1947! You know what we're thinking, don't you? Right! Then all we need to do is to emphasize it.

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A Study of the High School Assembly Program

AMONG the activities of the high school which are extracurricular from the standpoint that no credit is given, one of the oldest is the assembly program. Its origin may be considered the religious period conducted in the earlier school. As it became recognized that the law did not permit any religious sect teaching in the public schools and as communities had more divergent religious beliefs, the assembly changed to a sermonic or moralizing type which omitted emphasis upon any specific religious sect. The principal was generally responsible for conducting such an assembly. When the faculty members were given partial responsibility, they were simply representatives of the principal. Later the assembly program was conducted under the direct auspices of different faculty members. The faculty members used their students to relieve them of these duties, just as the principal first used the teachers. This finally led to student participation in both organization and production of assembly programs.

Participation in the assembly program offers an opportunity for the student to learn directly rather than vicariously. The student-conducted assembly should offer more assurance that it serve to obtain the objectives of education. However, there are some unanswered questions concerning the extent to which students actually participate in the organization and production of assembly programs and to what extent they participate as an audience in any assembly program.

Two methods were used in an attempt to answer the question concerning participation: (1) Participating in production was surveyed through a questionnaire. The data obtained were checked by some assembly visitations. Questionnaires were mailed to 100 Ohio high school principals, and 94 answers were returned. (2) Audience participation was evaluated by scores of observed attention which were obtained from 78 assembly programs in seven Ohio schools' assemblies.

The seven schools included a large city high school, two smaller city high schools,

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Xenia, Ohio

one exempted village high school, one state institution's high school, one small rural high school, and one parochial high school. The enrollment of these schools varied from fifty to twenty-five hundred students. Students from the Student Councils and similar bodies in the school were trained in scoring attention. The final attention scores were those where at least two observers obtained 85 per cent or better agreement. The observers from each school group were given special sections in their school's auditorium, the sections seating from fifty to one hundred students. Those not attending were accounted for at regular intervals on the attendance score sheet. The type of program was noted along with the time or period of the day. Usually the principals made an attention rating for the entire assembly. The type of weather was also noted.

The types of assemblies fell under these headings: Dramatics, Musical, Lecture, Demonstration Lecture, Movies, Athletic, Religious, Minstrel, Student Council and Magician. These were defined and agreed upon by the group. The number of each type were: Dramatics—6, Musical—8, Lecture—22, Demonstration Lecture—11, Movies—6, Athletic—2, Religious—11, Minstrel—1, Student Council—7, Magician—2. The Hopi Indians appeared at two assemblies which provided another category.

From the questionnaires it appeared that about half of the schools used class officers to conduct their assemblies. The larger school principals reported that musical programs were best received by the students, while the smaller schools reported the dramatic programs the best received. Principals of the smaller schools thought that the weather affected the attention given to assembly programs, while principals of the larger schools did not. Practically all answers stating that class officers conducted the assembly were from

*The data and computation reported can be found in Mr. Patterson's thesis *A Study of the High School Assembly*, which is on file in the library of Miami University, Oxford, Ohio.

the smaller schools, called class "B" schools in Ohio. In checking these opinions by visitation, only nine schools other than the seven used for attention scoring

TABLE I
RATINGS AND ATTENTION SCORES ON
DIFFERENT TYPES OF ASSEMBLIES

Type	Totals Each Type			Principal's Rating Point Score*	Students' Ratings Point Score			(All Pupils) Per cent Attending
	A	B	C		A	B	C	
Music	8	3	5	2.38	3	4	1	2.25 96
Lecture	22	8	3	2.23	11	6	5	2.27 94
Dem-Lecture	11	8	3	2.73	7	3	1	2.55 95
Movie	6	5	1	2.83	3	3		2.50 96
Minstrel	1	1		3.00	1			3.00 95
Dramatic	6	5	1	2.83	5		1	2.67 97
Religious	11	7	2	2.46	3	7	1	2.18 96
Athletic	2		1	1.50	1	1	1	1.50 88
Hopi Indians	2	1	1	2.50	1		1	2.00 97
Stud't Ass'bly	7	2	5	2.29	3	4		2.43 95
Magician	2	2		3.00	1	1		2.50 98
Totals	78	42	30	6	38	29	11	

*Using A equals 3, B equals 2, C equals 1

were visited. In one case, the president of the Student Council made all necessary announcements and introduced the speaker; this was in a class "A" school. There were seven student assemblies and two athletic assemblies among the 78 in the experimental schools which were definitely student-conducted assemblies. The attention scoring showed that musical programs did attain good attention from the students. The following table summarizes the A, B, C, rating and the attention scores made by the principals and students.

Of the 78 assembly observations, the lecture, demonstration lecture, and relig-

PRINCIPALS' RATINGS BY SCHOOLS AND TYPE OF PROGRAM

TABLE II

Schools	Vocal Music	Inst. Music	Lecture	Dem-Lecture	Student Assembly	Movie	Dramatic	Minstrel	Religious	Athletic	Magician	Hopi Indians
Springfield	2.00	2.00	2.00	2.83	2.00	3.00	3.00	3.00	3.00	2.00		2.00
Xenia	3.00	2.67	2.20	2.50	2.00		3.00		2.00		3.00	
Dayton Fairmont			1.33			2.50	2.50		2.00		3.00	
Osborn Bath			3.00			3.00	3.00		3.00	1.00		
O. S. & S. O. Home			2.67	3.00	2.33							
Spring Valley			2.33	3.00	3.00				3.00			3.00
St. Brigid			2.67						3.00			

ious types were most common. Of these three, the religious types showed the greatest variation in rating by principals and students.

The movie, dramatic, Hopi Indians, and magician were rated higher by the principals than by the students. In general the students gave lower ratings than the principals. The correlation of the principals' and students' average ratings of the programs was r equals .87. The correlation of the principals' ratings and students' attention scores was .84, while that of the students' ratings and attention scores was .67. It appeared that the principal judged the assembly more upon students' attention than did the students.

The demonstration lecture, movie, dramatics, minstrel, and magician, more or less professional programs, obtained 2.50 or better ratings from all principals. What might be considered the less entertaining type of professionally conducted assembly, the lecture, obtained the lowest single rating, but in another instant, a perfect rating which demonstrated the possibility of this type program. The student-conducted assembly and the athletic assembly, which was mainly a student program, appeared among those with lowest ratings. While the students rated the student assembly program somewhat higher than did the principals. The greatest variation in ratings were of the lecture and religious type assemblies. The latter were rated lower by the students than by the principals. Nevertheless, both types obtained fairly good attention, the religious slightly better than the lecture, although rated somewhat lower by the students. The students' explanation of this attention to a program which they did not like was that they had been trained to be polite at religious meetings. Again it can be pointed out that some religious programs

as well as some lectures were rated high by the students. It is interesting to note that the students in a large high school gave the Hopi Indians' program a low

rating of 1.00 while those in a small school rated this program 3.00.

TABLE II records the averages of the percentages of the attention for each type of assembly program at each school. Of the instructive assemblies, the demonstration lecture obtained the highest attention. It can be noted that both demonstration lectures and lectures without demonstration obtained as high an average as 97 per cent attention in several schools, demonstrating the possibilities in both types. Religious type assemblies also attained scores as high as 96 per cent attention. Low individual lecture scores may indicate that more consideration of students' interest is demanded in selecting and preparing these programs.

GENERAL SUMMARY:

The Ohio high school assembly programs studied gave evidence of a majority of programs that did not allow much student participation. The principals rated assembly programs higher than did the pupils. Since these higher ratings were made on the professional type program, the lower ratings by the students may indicate some desire on their part for participation. This was further intimated by pupils' higher rating of student assembly programs. The fact that both students' conducted athletic programs received low ratings from students seemed to infer that programs are not to receive high ratings just because they are student-conducted.

Variations in rating of similar programs from one school to the other might have been due to the fact that the similar types differed in perfection or that types have different appeal to different groups. The first assumption offers further verification of the demand by the students for perfection in any type program. The truth of the second assumption was indicated by the variation in the rating of the same program, Hopi Indians. Evidently there was some variation in what was suitable to different school groups.

Practically the same average attention was obtained in all schools. In the case where two of the four reported assemblies were low-rated student assemblies, that school's attention score was brought below that of the other schools.

The entertainment type of program brought higher rating than did the instructional type. However, some demonstration lectures and religious programs

brought attention scores as high as those of any entertainment feature. Perhaps some lecturers failed to adjust their material to the age group of the high school. That students demanded good programs of other students was shown by their low ratings of students' assembly programs. Although there were some indications that pupils rated their own programs higher than did principals, and the professional programs lower, the ratings as a whole suggested that pupils were more concerned about the type of program than whether or not it entailed their cooperation. Perhaps they do not consider the possibilities of training through participation in the assembly programs.

Choral Speaking

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CHORAL speaking started as an experiment in Westinghouse Memorial High School, Wilmerding, Pennsylvania! The idea of having a group of students give several periods a week to the interpretation, correct pronunciation, and the better understanding and enjoyment of prose and poetry by studying and reading selections aloud and together as one big voice found ready reception.

An invitation was given to all senior high students interested in choral speaking, to meet during the activity period. Forty students came, and all except eight continued for the year. The group was divided into two choirs, according to the periods best fitted to their schedules. This resulted in a Lyric choir of nineteen girls and a verse choir of ten girls and three boys. However, both groups were used to present and assist in four programs for assembly and two programs for local service clubs.

The enthusiastic reception and interest in this new activity has definitely made it part of our program. Choral speaking is no longer an experiment in our school!

"Community activity gives people a sense of belonging, and this spirit is one of the very foundation stones of our democracy...."—Charles Poletti.

Planning the Affirmative Rebuttal

RESOLVED: That the Federal Government Should Provide a System of Complete Medical Care Available to All Citizens at Public Expense.

The current debate season has now reached that half-way point where progress toward complete preparation for actual debate contests seems to be at a standstill. The initial months of the debate season have been a time when the student is merely becoming acquainted with the topic. The diligent debater has read most of the available material on the subject, written the first rough drafts of his constructive speech, and in all probability has actually engaged in some debate contests.

The period of transition in a debate season between the preparation of the constructive speech and the first actual contest is often a difficult one. There is danger that the debater will allow his preparation to lag simply because he feels that there is little more for him to do in the way of study. He has spent so much time in perfecting his own arguments in his desire to establish his side of the case that he may fail to realize that his opponents will probably be able to present arguments that are just as strong to prove their side of the case.

One of the greatest mistakes made by high school debaters is to believe that they can win a debate by merely presenting an effective constructive speech. This weakness may be attributed to the fact that most public speeches merely attempt to present one side of an argument. The political speaker presents the arguments favorable to his particular party. He, therefore, prepares a speech that will present his particular point of view without fear of being challenged to prove his contentions. Even when the politician is forced to meet the contention of an opponent, he usually has time for careful deliberation. This is not true in debate. In the contest little time is given for preparation of rebuttal arguments. It is usually wise to plan them out in advance.

The rebuttal speech is such an important part of any debate contest that the high school student who is contemplating participation in the activity should prepare well in advance for rebuttal. While

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the preparation of the constructive speech requires much time and effort, it must be remembered that it is in the rebuttal that most debates are won or lost. The embarrassment that usually befalls the student who does not make an adequate preparation for the rebuttal speech is well known to most veteran debaters.

The alert debater will want to know how he can avoid the chagrin of being unprepared for rebuttal. The best advice that can be given is that he formulate some plan of preparation, then follow it studiously. His first step should be to acquaint himself with all of the latest information on the subject. He should check the public opinion polls to see if there is any indication of a trend in public reaction regarding free medical care. On this particular question the debater should attempt to analyze the reactions of the nation that came with the November reversal at the polls. There is no substitute in rebuttals for a thorough knowledge of recent important developments on the debate topic.

A second step in preparation for rebuttals is to make a list of the weaknesses of the affirmative. Since weaknesses can be determined in advance, it is also possible to prepare to meet them. The wise debater will prepare a complete argument to attack every weakness of his opponents' arguments that are really important.

Since it is apparent that both sides of a debate question will have certain points of argument that are strong, the debater must also be prepared to attack these outstanding arguments. A great deal of time should be spent in working up rebuttals that will attack the stronger arguments of your opponents.

ATTACKING THE NEGATIVE WEAKNESSES

When the debater prepares his constructive speech we will assume that he will anticipate the strong arguments that will be presented by his opponent and make an attempt to attack these points. This must be done if he hopes to present

a strong affirmative case. If this is done effectively, the debater will have ample time to attack the weaknesses of his opponents in the rebuttal speech.

In the remaining part of this section some of the weaknesses of the negative side in this debate will be presented, and suggested methods of attacking these weaknesses will be presented.

NEGATIVE WEAKNESS—The negative will practically be forced to admit that the present system of private medicine does not afford satisfactory medical care to all of the people.

AFFIRMATIVE REFUTATION — In view of the many facts that we have presented, showing the great inequalities in the amount and type of medical care that is now available to American citizens, we feel that the negative debaters must agree with us that there is a need for some change in the system of medical care in this country.

Since we are agreed that the present system of medical care does not provide complete medical care for all of the people, we are ready to discuss a second aspect of this debate question. We ask if it is desirable that all people be able to secure complete medical care? Again the answer must be yes.

The negative debaters are now in a rather peculiar position. They admit that there is some need for a change in the system of medical care. They admit that a desirable system is one in which everybody has access to complete medical care. We now ask them how they propose to provide such care without the adoption of the affirmative system of free medical care at the expense of the Federal Government. All people cannot get medical care under our existing private system. The Republican counter-proposal known as the Taft-Smith-Ball Bill has been labeled a "poor man's medical bill." It provides free medical care for the poor, but makes no provision for the great middle class who are now forced to pay too large a share of their income for proper medical care.

The great weakness of the negative is simply this: They admit that the desirable objective toward which we are working is a system that will give every American complete medical care. When they admit this, they must present a plan that will provide this complete medical care that is

better than the proposal of the affirmative. This they have failed to do.

NEGATIVE WEAKNESS—The negative debaters have failed to realize the changing complexion of the American population. Today America is becoming a nation of older people, with an ever increasing percentage of our population living to be over 65 years of age. Even with Social Security these people will need more and more medical care as they get older. The negative has no method of providing this care.

AFFIRMATIVE REFUTATION — We must recognize the fact that our nation is fast becoming one in which the average age of the population is increasing. A recent issue of *Fortune Magazine* pointed out this fact most forcefully. If we have this larger percentage of our population in the older age groups, there will soon develop a large number of people in need of the care of physicians and hospitalization who will be unable to pay for that care. The affirmative plan will give them the care that they need while the negative debaters have no plan for providing adequate medical care for our older population.

We challenge the negative to answer the question: How do you propose to provide adequate medical care for our old people without adopting the affirmative plan of free medical care for all citizens at public expense?

NEGATIVE WEAKNESS—There is developing in the United States a new social consciousness regarding medical care. Many people are beginning to feel that health is not merely an individual problem, but a national problem as well. Thus the provision for complete medical care is just as essential to the welfare of the nation as free public schools. With this changing concept upon the past of the American people we wonder how the negative team proposes to provide medical care.

AFFIRMATIVE REFUTATION—If a large enough group of people begin to feel that medical care is the responsibility of the government, in much the same way that public schools are a government function, there seems to be no other method of achieving complete medical care than the adoption of the affirmative proposal. A half-hearted plan that provides free medical care for the

poor will not be satisfactory. Such a plan will make no great reduction in the 39.2 per cent rejection of our boys when they are examined for military service. American experience between the two great world wars indicates that private medicine cannot provide complete medical care for all of the people.

If we are willing to admit that complete medical care for all of the people is desirable, then we must also admit that the only way that it can be secured is through a system of Federal medicine.

SUGGESTIONS FOR MAKING REBUTTALS EFFECTIVE

We will give a few suggestions for the debater who wishes to become effective in refuting the arguments of his opponents. In presenting a list of the essential rules of effective refutation we would mention the following:

1. There is no substitute for a thorough knowledge of the question. The student who has read and mastered a great amount of material about the debate topic is potentially in a much better position to refute an argument presented by his opponent than is his less well prepared colleague.
2. The debater should make a list of the leading arguments that will probably be advanced by his opponents. His next step in preparation is to make an outline of the way he would attack each major point. Included in this outline would be such items as:
 - (a) The major weaknesses of your opponents' arguments.
 - (b) How to disprove his argument either by logic or by the presentation of statements made by authorities on the subject.
 - (c) After you have prepared to refute his argument, plan to clinch what you have accomplished in the minds of the audience.
3. Practice the delivery of your refutation speech just as diligently as you practice your constructive arguments. Since it is possible for the debater to anticipate well over half of the arguments that will be presented by his opponents, he should spare no effort in preparing to meet and defeat them. Practice will develop your fluency in presentation in such a way that it will not only give confidence in the actual debate contest, but it will help the de-

bater over the rough spots of refutation when he must rely entirely on extemporaneous presentation.

SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of sample arguments that will probably be found in every negative case. The methods of meeting these arguments are merely suggestive.

NEGATIVE ARGUMENT—We should not adopt a system of free medical care at Federal expense because most American doctors oppose the plan.

AFFIRMATIVE REFUTATION — We are interested in the argument that we should not adopt a system of free medical care simply because our doctors are opposed to the system. Let us take this system of logic a little farther. If it had been followed in 1850 we would have no public schools because the private schools objected to their founding. In 1900 we would not have started the automobile industry because the carriage makers were affected.

We feel that this argument of the negative is not sound. Let the doctors show just why the plan should not be adopted. Let them present a plan that will give complete medical care to all the people. When they can do this, we will accept their argument regarding any plan.

NEGATIVE ARGUMENT—There is no real demand for the establishment of a system of free medical care in this country since in a recent Gallup Poll 63 per cent of the people stated that they had not even heard or read about the Wagner-Murray-Dingell Bill.

AFFIRMATIVE REFUTATION—Simply because 63 per cent of the people had not heard about the Wagner-Murray-Dingell Health Insurance Bill does not prove that the people do not want free medical care. It is altogether possible that a number of these 63 per cent would favor the plan if they are given an opportunity to understand its provisions.

If the negative debaters wish to know whether people are in favor of a system of free medical care they should first give full publicity upon the type of system that is proposed, and then ask the people directly whether they favor the plan.

The fourth and final article in this series will appear next month.

Britain Fosters International Understanding at School Level

BITAIN is busily encouraging a United Nations outlook among her schoolchildren.

In November 1945 the Ministry of Education issued a circular to all local education authorities and governing bodies of non-State schools, announcing plans for the exchange of correspondence and for the linking of schools with similar interests in Britain and France. In July of this year a further circular was issued, reporting progress and stating that 15,000 individual pupils have been matched with French correspondents, and that 250 English schools had been directly linked with schools in France. The circular went on to say that similar arrangements were being made between British and Belgian schools. It is to be hoped that this will prove to be but the beginning of a chain of such reciprocal relationships between young people throughout the world.

Another encouragement to young people to get to know their neighbors is seen in the resumption this year of the overseas holiday trips organized by the World Friendship Association, a body with headquarters in Britain and branches in eight other countries, including the United States.

The World Friendship Association had its beginnings in a 'pen-pal' correspondence between a Dutch boy, Jo Niemann, (now Chairman of the Association) and an American, William Nyronen of Hoquiam, Washington. This correspondence wakened in Niemann a keen interest in the English-speaking countries, an interest which was further stimulated by an invitation to Britain in 1932. The following year, to express his gratitude, he arranged a reciprocal visit to Holland for a party of thirty young Britons, and this was the start of a scheme which developed rapidly, until by 1937 several thousands of exchange visits between British and European young people were taking place every summer.

The war, of course, suspended these activities, but in 1942 a temporary Reception Committee for Young People from

MARGARET ARMOUR
British Information Service
30 Rockefeller Plaza,
New York, N. Y.

Occupied Countries was formed under World Friendship Association auspices, and to date over 10,700 European children have been given a free recuperative vacation in Britain.

This past summer, however, the W. F. A. was also able to resume its pre-war exchange trips; 11,000 British boys and girls, between the ages of fourteen and seventeen, have visited Holland, Belgium, Denmark, and Switzerland, and 16,000 young visitors from the above countries and also from Norway, Sweden, France, and Luxembourg have spent a short vacation in Britain. Each child,—who must be a member of the Association—pays approximately \$30 for a fortnight's vacation, inclusive of transport. They travel in parties of twenty-five, generally all from the same school, or at any rate from the same town, and are accommodated singly or in pairs in private homes. The scheme is on a strictly reciprocal basis, and every boy or girl who wishes to join one of these parties must provide hospitality, either in his own home or with friends, for his opposite number from the country to which he is going. Wherever possible, direct exchanges are arranged. The children are encouraged to follow up their holiday with correspondence and study of the country they have visited. The Education Department of the World Friendship Association arranges meetings at which guest lecturers speak on their respective countries.

At present the total membership of the World Friendship Association, both children and adults, in the nine countries in which it has branches, is approximately 30,000, about 8,000 of these members being British. So far, the United States—which is represented by Professor J. A. C. Faggner Auer of Harvard—has not been able to take an active part in the scheme, owing to the much greater difficulty and expense in its case of arrang-

ing transport. It is hoped, however, that before too long it may be possible to devise a workable scheme of exchanges between American children and those from the various European countries. Many requests for American pen-pals have been received by the Association, particularly from Holland and Belgium. In the meanwhile, strong links of friendship are being forged between thousands of young people in Europe. What better augury could there be for the future of the United Nations?

A State-wide Program of Student Council Conferences

E. A. THOMAS

Executive Secretary

Kansas State High School Activities Association

Topeka, Kansas

THE Kansas State High School Activities Association instituted a new service in its program of student activities this year with the sponsorship of a series of Student Council conferences throughout the state. Prior to the war, an association of student councils existed, but in recent years it had ceased to function. At the last annual meeting of its members, the recommendation was made that the responsibility for student council activities be assumed by the Activities Association, and at its official meeting this fall the Legislative Council authorized the procedure.

Five conferences were held throughout the state, with from 150 to 200 registered delegates at each center. The first conference was held at Topeka high school on Monday, November 18, and was followed by the others—at Hays on Tuesday, Salina on Wednesday, Wichita on Thursday, ending with one at Chanute on Friday, the 22nd. A total of approximately 800 student council members from 85 high schools were registered, and as many more attended the morning sessions of each conference, the program at each center being the same.

Dr. Harry C. McKown, nationally known educator and lecturer, was the featured speaker and counsellor at each conference center. His address on "The Council's Part in Making Tomorrow's America"

was a feature of each conference. Student Council Organization was the theme of a panel discussion in which student leaders participated. Following the general sessions, the students divided into five groups for discussion purposes, with council members in charge of all the discussion groups. The discussion subjects were Student Participation in School Activities, School Publications, Assembly Programs, Social Programs and Entertainment, and Methods of Financing Student Activities. A discussion session was also held for the sponsors. Reports of each of these group discussions were made at the final general session. A summary and evaluation by the speaker closed the conference.

Personal and written endorsements of the conferences have been received from a large number of high school principals and sponsors. The students were delighted with the opportunities to discuss their various plans of organization and to learn what the others are doing. Each of the conferences was built around student participation, and they justified the time and expense involved by their recognition of the opportunities and responsibilities that are theirs in maintaining well-regulated democratic school systems.

Dr. McKown's contribution to the success of the conferences was inestimable. The conclusions drawn from his wide study of student activities were presented in such a way as to attract the attention of both students and teachers, and he held the attention of his listeners by his sparkling humor and striking illustrations. Most of us were familiar with Dr. McKown's books "The Student Council" and "So you were Elected!", but it meant much more to all of us to be able to present him to the students and teachers in person.

In commenting on conferences in Kansas, Dr. McKown said: "You are to be congratulated on your achievement in this series of conferences. I cannot recall student council conferences that were as successful. I was especially struck with the enthusiasm with which both students and teachers entered into the spirit of the occasion."

The success of the conferences held this year indicates that a similar plan will be followed next year, the sectional meetings to be followed possibly by a state conference later in the year.

School Press Style Sheets

If you like your student publications, there must be a good reason. What is that reason? Often it is the fact students on the staff write readable copy, thus applying principles of English.

Consumers of the school press have a right to readable copy. They do not expect literature, but they do demand simple, clear, interesting writing. And to be effective, what the staff writes should be consistent in style.

Students and teachers alike are quick to note inconsistencies in the school newspaper. They note that months are abbreviated in one column and spelled out in another. They note inconsistencies in punctuation, abbreviation, capitalization, and the use of figures and quotations.

How can these inconsistencies be reduced to a minimum? First, the student publication should have a simple and sensible style sheet. Second, the staff members should be required to use it all the time.

Briefly, a style sheet is a booklet in which style rules are outlined. Often it may be a few mimeographed pages. Sometimes it may consist of an entire book, particularly in book publishing rather than newspaper work.

If a staff has no style sheet, it can prepare one. It may assemble the various rules, organize them, publish them. It will be wise, however, to examine various style sheets to see which fits the school's needs. Thus, the staff may examine style sheets in textbooks. Those in college textbooks in journalism apply more to professional newspapers. Hence, high school textbooks are more likely to be helpful.

Examine also the style sheets from schools and school press associations. The Columbia Scholastic Press Association publishes its official style book. No doubt some state and regional associations have sponsored style sheets too.

Once typical style sheets have been examined, it will be necessary to set up the necessary limits. For example, the style sheet can't solve all the problems, but it can solve the common problems. Which will they be?

Thus, the good style sheet for school press staffs should be short. It also should

LAURENCE R. CAMPBELL
Professor in Journalism
Syracuse University
Syracuse, New York

be easy to use, that is, be organized so answers to questions can be found readily. Finally, it should be adapted to a specific staff.

Usually the style sheet contains rules for preparing copy. Here are typical rules as outlined in the style sheet of Theodore Ahrends Trade School for the Trade School Record:

- "1. Use standard size paper (8½ by 11 inches).
- "2. Write on one side of the paper only.
- "3. Leave wide margins at top, bottom, and sides of paper.
- "4. In place of a headline place a guide line in the upper left-hand corner of the page. Include (1) the reporter's name, (2) a word or words which tell what the story is about, (3) page number if there is more than one page to the story.
- "5. If story must be continued to another page, write MORE at bottom of page. Label next page with a guide line exactly as the preceding page except for the page number.
- "6. At the end of the story place -30- or an end mark.
- "7. Leave considerable space between lines for editing copy.
- "8. If you type your copy, double-space all lines.
- "9. Every good story will contain the five W's (Who? What? Where? When? Why and/or How?) in the lead near the first of the story.
- "10. The lead is the opening sentence or sentences."

Typical sections in a style sheet are abbreviations, capitalization, dates, figures, punctuation, titles, and miscellaneous. Sometimes rules are listed as do's and don'ts. In addition there may be a headline schedule, copy-reading symbols, proofreading symbols, a list of terms, and a bibliography.

Sometimes the style sheet also presents its policies. For example, the Arsenal Can-

non style sheet of Arsenal Technical Schools in Indianapolis publishes the code of ethics of the Indiana High School Press Association. These ten statements outline desirable attitudes for all student journalists.

Once you have constructed a style sheet, give it a year's trial. During that period inadequacies or inconsistencies may be

noted. These should be taken care of when the style sheet is revised for permanent use.

Actually, of course, the hardest job is not the preparation of a style sheet. Instead it's getting staff members to use the style sheet regularly. But this can be done, for many school publications prove it can be done.

Education and Fun with Taxidermy

It is eleven o'clock on Saturday night, and the last boy just went home. The first boys came at nine this morning. At noon a boy was selected to go to a restaurant for enough hamburgers and milk for everybody, and at five o'clock the wife of the instructor brought lunches for all.

These boys were in school today because they wanted to be. And they worked hard all day. They work every Saturday and every day after school. The only trouble ever experienced with these boys in eighteen years is that of keeping their numbers down. All of them want to come every day. They are the Taxidermy and Conservation club of the J. W. Sexton high school of Lansing, Michigan. Here is an idea of what occurred today.

When the door was opened at nine o'clock, a Mr. Morowsky was waiting. He had just purchased a new home and was furnishing a den. One of the boys helped him select a nice pair of mounted deer feet for a gun rack. Mr. Morowsky purchased the feet, and the boy told him how to make the gun rack. A record of the transaction was made and the money turned over to the treasurer.

The club consists of ten active members and thirty inactive members. Inactive members attend the regular meetings, during the activities period on Friday, receive printed lessons, pay fifty cents dues each semester, and are given turns acting as salesmen while they wait for a place among the active members. They have no other privileges.

Robert Taylor is an active member. Active members may work in the club rooms any time the advisor can be there. They may go on club trips and may do commercial taxidermy work for the public. Each active member must do at least one good job each month or give up his place to the next inactive boy on the list. To-day

E. E. DEVEREAUX

*Teacher of Chemistry and Biology,
J. W. Sexton High School,
Lansing, Michigan*

Robert finished two gar pike and also worked on a seventeen-pound great northern pike. He will receive eleven dollars for this work.

John Luce spent the day casting a model for a deer head. From this model he will make deer-head forms which he will sell to the other boys, who will use them to mount deer heads. The club officers keep the books, buy the supplies, and make reports of all specimens received, to the state Department of Conservation. Of all money taken in for work done, this boy received seventy-five percent and the club twenty-five percent.

Darwin Downey is an active member who lives in the country. After the chores were done this morning, Darwin drove in and spent the day mounting a deer head. He is especially good at mounting birds. To-day he earned about a dollar an hour.

The taxidermy department has five rooms, and each boy may have a section as his own shop. Quinton Hawley and Robert Hostetler have set up a fur rug shop in one room. Quinton mounted the head of a wildcat to-day. This will be used in an open-mouth rug. Robert finished tanning a red fox skin.

Robert Johnson has a general shop in another room. He spent the day working on a black bear rug. Robert is an expert at mounting squirrels.

Sergeant Robert Foster is an old member of the club. Sgt. Foster was the president of the club when he enlisted in the army, and now after spending many months on the battle fields of Europe he is spending some time at home before returning to the army. Sgt. Foster has work-

ed on an ostrich. This will be a specimen for the school museum.

Another old member who worked today was Floyd Decker. Some ten years ago Floyd started the work of sculpturing a large dinosaur. But this was a big job, and the war interrupted it. Now he hopes to finish it.

Henry Templin, another old member stopped in to see if there would be a deer head for him to work on next week.

The first president of the club is now in a responsible position with the U. S. Fish and Wildlife Service. Several members have used taxidermy to help them earn a college education.

Vito Cangemi and Frank Sinclair spend one evening a week working at taxidermy at the home of the advisor. These two boys were members of the club before the war sent them to the Pacific. Vito is a student at Michigan State College, preparing for museum work, and Frank expects to become a teacher. Wilfred Nethaway was a pilot, and is now spending his full time puttering with his hobby. Franklin Soult just returned from the army and has already built a taxidermy studio and is doing a nice business.

These boys have fun working. And they are learning something which will serve them as hobby or as a business all their lives. During the eighteen years of the life of the club, over seventeen thousand deer hides have been sent to tanneries and garment makers for sportsmen. About two thousand deer heads have been mounted. Many thousand birds and mammals have been mounted. Of course most of this work was done by the boys as they became older. But even the ones who have gone far away come back and visit and work with the club.

It is the desire of the club advisor to teach tanning, garment making, fur garment making, and novelty making. To that end, he has studied the work of taxidermists, tanners and garment makers in more than half of North America. Last summer was spent in the wonderful plant of Jonas Brothers in Denver, where Mr. Coloman Jonas, the greatest commercial taxidermist in the world spent much time making suggestions which can be used by the club members. Mr. Jonas also permitted the advisor to study the methods used in his outstanding tannery and fur garment shop. Mr. Joseph Hey, of Jonas



Brothers, a leader in the field of garment design and garment pattern making, has supplied a number of patterns for the boys.

The Club now has probably the best place ever built for teaching work of this type. When the new J. W. Sexton High School was erected, these rooms were carefully planned and constructed.

The main room is in the shape of an "L". One part is fifty feet long and the other sixty-four feet. One end of this "L" has an outside entrance to accommodate the public and the students when school is not in session. The other end of this room opens into the basement of the building, where a ramp is available which would allow even an elephant to be brought into the department. This room has gas and electric outlets generously arranged, and each room has running water and good drains. One small room is especially arranged to handle specimens with offensive odors. There is one large storage room, where each boy can keep his own tools and materials.

In the Biology department, there are thirty glass front cases, with indirect lighting for display of the work. The art department cooperates with the club and has made a number of background paintings for the cases.

But the club is not all work. The boys take three kinds of trips. About once a month there is a "feed". Sometimes the mothers put on a real banquet with all the trimmings. Even speeches are in order.

One year, Donald Dingwell had charge of mounting an African lion. It was truly a king of beasts that had died at the zoo. At that time there was no room at school



Two-headed Calf—Mounted by the Club

for such a project. A room in the basement at the advisor's home was set aside for the lion, and all winter Don and his assistants worked on it. The skeleton was carefully cleaned and put back together. Clay was used to restore the flesh. Each detail was discussed at great length, and at last the work was completed.

In celebration of the mounting of the lion, the mothers prepared a grand banquet. City and school officials were invited. A hundred guests were gathering. A truck was sent for the lion. And horror of horrors! It was larger than the stairway to the door. Hastily a partition was cut out and in haste six boys rushed it up the stairs. Then a boy slipped and lost his hold, the lion got out of hand, fell back down the stairs and broke all four legs.

The feeds are not usually elaborate. They are usually a trip to the zoo or to the river, or just hamburgs and a show.

Then there are the study trips. The club often goes to the Museum at Michigan State College, where Mr. John Hope, the technician, lectures to the members. Sometimes they go to see the museum at the University of Michigan. One time they went to the University of Ohio. They have also gone to the city museum in Grand Rapids. The next study trip is to be to the Chicago museum.

Then, there are the fun trips. On these trips there is just one regulation. The boys can be just as wild as they wish just as long as they do not bring any unpleasantness to other people.

A favorite fun trip is to the cottage on a lake in northern Michigan which belongs to the wife of the advisor. She had this cottage built as a refuge from the club. But of course with them in mind she had it built very substantially. The walls are heavy concrete. The doors are plank. The furniture is strong.

A fun trip is made in the advisor's car and a two wheel trailer. And of course all ten boys always go. On the first trip it was difficult to get anyone to ride in the trailer. Now it is a problem to get anyone to ride in the car. Mrs. Devereaux either goes along to see that proper food is provided or the boys eat at restaurants.

On the last trip to the cottage a heavy rain fell, and the boys were soaked. But a big fire in the fireplace soon dried them out, and a wild evening of "horse-play" kept everyone awake until two A. M. At three the alarm rang, and they were dragged out and taken fifty miles north for breakfast. Then another fifty miles to a good trout stream and a strenuous day of fishing. By the time they arrived at the cottage at eleven, there was no "horse-play" in them, and the next day, Sunday, was very quietly spent.

When they are on a trip over Sunday the advisor usually explains to a pastor the matter of old clothing which the boys are wearing, and they all go to church.

One spring vacation they drove seventeen hundred miles through the South, and had a time of their lives.

Many of the boys have now seen much of the world, but when they come home, they like to talk of those wild taxidermy club trips.

Contrary to public opinion student leaders are conservative. A good deal of the imagination and creativeness must come from adults. No adviser for student government would consider student officers as wild, irresponsible, or radical. One of the chief duties of an adviser is to influence students to question the obvious and to examine the *status quo*.

—Robert J. Hannelly

A Boy Scout Assembly

THIS assembly, staged to observe National Boy Scout Week, was planned and developed by scouts and their boy leaders. Preliminary plans in broad outline were laid down in open meeting, and various phases of the program were delegated to individual patrols and their leaders. The activities included were largely regular scouting activities which made possible the development of the assembly program without interruption of normal interests of the troop; indeed it served to motivate and lend added appeal to these interests.

Preparation of the program was spread over a period of several weeks, and practice of the various activities, demonstrations, stunts, and novelties was carried on during this time in regular troop and patrol meetings. Approached in this manner, the assembly preparation served as a stimulating and vitalizing influence rather than as an interruption. More activities were practiced than could be used in the one hour's time allotted to the program, thus broadening the values arising from preparation, and at the same time making possible the elimination of less effective activities. The numbers selected for presentation were arranged into five parts and outlined in program form by the scoutmaster, as follows:

- I. *Opening*
 - Presentation of Colors
 - Pledge to the Flag
 - Scout Oath and Laws
 - Scout Drill
 - II. *Scout Crafts and Activities*
 - Lashing a Signal Tower
 - Semaphore Signalling
 - Handicraft
 - First Aid
 - Rope and Knot Tying
 - Archery
 - III. *Camp Fire Scene*
 - Scout Songs
 - Patrol Stunts (humorous)
 - Indian Medicine Man Dance
 - Novelty Band
 - IV. *Scouts in Armed Service*
 - Reading of Names
 - V. *Movie*
 - Tour of Mackinac Island by Troop 1
- Opening.* The entire troop of forty boys was standing at attention on the stage

DUANE CHAMBERLAIN

*Michigan State Normal College,
Ypsilanti, Michigan*

as the curtain was drawn. Colors were then presented by a color bearer and color guards accompanied by the roll of drums. A bugler sounded colors and the audience joined with the scouts in the pledge to the flag.

Scout Crafts and Activities. Brief demonstrations followed each other in rapid succession and served to present a cross-section picture of typical scouting activities.

Camp Fire Scene. The setting of this scene was simple, consisting of a simulated camp fire, a small tent, and stage trees. The boys were seated in a semi-circle around the fire and presented their various stunts, songs, and novelties with considerable zest—obviously enjoying something they had done many times before.

Scouts in Armed Service. This scene was impressive. A scout leader announced that names of scouts in service would be read. As a bugle sounded off-stage, several scouts carrying small rifles and accompanied by drum beats marched to center stage, where they saluted a large American flag before making exit on the opposite side. The announcer then read names of scouts in the various armed services including those prisoners, missing, and killed in action.

Movie. The final part of the program was a color movie picturing a recent week tour of Mackinac Island. This movie had been photographed and arranged with captions by a fourteen-year-old scout. This same scout operated the movie projector.

Presented by boys of an age range of twelve to fourteen years, this assembly did not reach a standard of excellence that might be expected of older students. Neither did it present much opportunity for active audience participation. It did, however, catch and portray the spirit of clean fun and youthful activity enjoyed by boys of that age. It was above average in school assembly performance and met many of the standards commonly accepted for good school assemblies.

1. It was educational from the stand-
- (Continued on page 168)

Your School Can Have a Yearbook

EVERY school in the country can and should have a factual and pictorial record which only the school yearbook can give. Much has been written as to why schools should have a yearbook, and not enough on how students and teachers can organize one and finance it.

The first Los Lunas High School yearbook at Los Lunas, New Mexico, cost \$240 while the 1946 book cost \$1100, which indicates its growth from a humble beginning. Its evolution has been rather interesting.

In 1941 a group of commercial students and their instructor decided that they would publish a printed newspaper as a special graduation issue. They consulted the printers, engravers, and photographer, and began to gather material. At the next interview with the printers the staff decided that perhaps instead of a newspaper they might put all the material in an eight-page pamphlet. Then a serious problem presented itself. Instead of the \$50 they had expected to pay for the tabloid newspaper, figures were mounting to over \$100. The staff knew they could raise some money through advertising, but they had no idea of how much; they also knew that students would buy the pamphlet, but had no idea what should be charged for subscriptions. A scheme had to be planned in order that subscription prices would not be exorbitant.

At this point it was decided that, besides featuring the graduating class, the publication might include other classes and organizations of the school. The various groups were all consulted by the business manager, and they immediately indicated great enthusiasm in the project. The seniors wanted three pages, the juniors, two, and each organization or activity group wanted at least one page. They all agreed to pay \$10 per page. After this, it was decided that the pamphlet might just as well have a few pages more and have pictures of the school buildings, superintendent, and faculty, etc.

The business manager and his staff then were given some points on salesmanship and were instructed on how much to charge per inch of space of advertising. They started out one Saturday morning, interested in selling at least half a page

PHILLIP GONZALES

Los Lunas High School

Los Lunas, New Mexico

that day, and twenty minutes later were excitedly telephoning the sponsor to find out what he thought they should charge for a full page. When they returned at noon, they reported having visited five business places at Los Lunas, Albuquerque. From then on, they contacted many other business places at Los Lunas, Albuquerque, and other nearby places, and when the sponsor next checked with them, he decided to stop the selling of advertisements. Already fifteen pages had been sold.

Several pages of snapshots were then added to the material, and the pamphlet contained forty pages. After another consultation with the printers, the staff agreed to have the pamphlet covered with something more durable than plain paper. Then the printer wanted to know what should be printed on the cover. This was the first time the staff realized that they no longer had a newspaper; they had a yearbook. THE TIGER then became LA LUNA on the title page and cover.

The same method was used for three years, but by 1944 the original prices of engraving, printing, and photography had increased 300%. The staff had been exchanging yearbooks with other schools throughout the country and found among a few of the exchanges some books practically full of pictures, with page after page of full-page pictures as clear as the original prints. The thought of the engraving expense involved in having so many large, full-page, 150-line screen pictures awed the staff, when the average cost of a 2 inch by 3 inch cut amounted to \$3.00. A plate to cover a full page should cost about \$25, they thought. Nevertheless, they were curious to know how other schools were able to finance such a book.

After some investigation they found out that the offset method was used. By this method, a dummy page is arranged with pictures and copy exactly as it is to appear in the book. The expense per page is the same whether just a page number appears
(Continued on page 158)

Assembly Programs for February

Letters are received occasionally from readers bearing information valuable enough to pass on to others. Following are excerpts from a few letters which might be of interest:

We try as far as possible to let our assemblies grow out of our regular school program. We are getting away from the formal, cut-and-dried program. We are depending more on student initiative in arranging and planning programs.

Our goal is to have the assembly so well prepared that discipline is not a problem. We are trying to achieve this by certain regulations, namely: (1) Clubs and classes that sponsor a program must participate themselves; we do not encourage a class or club buying a movie or engaging a speaker. (2) We arrange a time for teachers to rehearse programs with student groups. (3) We put emphasis on the type of programs which promote school citizenship and give students a feeling of belonging. (4) We try to make the assembly period an enjoyable experience—it is used neither for announcements nor discipline.

We mimeograph copies of all programs and make a bound copy at the end of each year. We also issue an assembly bulletin occasionally. All assembly programs are reported in the school newspaper.

Our school has a sub-committee which passes on all outside performances and speakers. We are trying to make increasing use of a visual approach.

We have found, above all, that assemblies must be well-planned. The timing must be perfect. Experience of appearing in programs should be given to as many students as possible—not just to the leaders and talented students. We use a lot of time in English, speech, and music classes in training inexperienced students to appear on assembly programs.

POSSIBLE PROGRAMS FOR FEBRUARY

Feb. 3-7. United Nations Assembly (To be sponsored by the Social Studies Department).

One of the topics which secondary schools should give a great deal of attention to is the United Nations Organization. Its work should be discussed in student forums and by any other method which will help students to become familiar with it and its purposes. One plan for an assembly dealing with the United Nations is to study the organization and then to form a model United Nations Organization in the school and hold a session as an assembly. This could be made an excellent project for the Social Studies Department.

The week of February 2-9 has been set aside as National Drama Week. It is sponsored by the Drama League of America, 150 East 72nd St., New York, N. Y. This event might be observed

C. C. HARVEY

Dufur Public Schools

Dufur, Oregon

by the presentation of short plays in assembly dealing with the United Nations or some theme connected with the organization. Scripts for dramatizations of themes related to the United Nations or plays about it might be written by students or teachers.

Following is an account of a United Nations Assembly presented last year by the Catonsville, Maryland, High School. It was contributed by Mr. R. W. Corr, Assembly Chairman.

Bonds of union among the United Nations was the central theme of an assembly last February at the Catonsville High School. The nations represented either by music or delegates were Greece, China, France, Russia, England, Mexico, and countries of Central and South America.

Kiki Michaels, whose parents are from Greece, sang the Greek national anthem in the native tongue. The A Cappella Choir presented the Chinese, French, and English national anthems, as well as songs representing South American countries and Russia.

Guest speakers for the occasion were Mr. Rod-eriga Madrigal, a Costa Rican, studying law at the University of Baltimore, and Mr. Blackwood, British vice-consul to Baltimore, who emphasized the unity and co-operation of the United Nations. Representing Russia were Mr. and Mrs. Anatole Gresheff, who together rendered some of the latest Russian songs in their native tongue, as well as "The Volga Boatman," which Mr. Gresheff said he had sung at least 3,000 times.

The theme of the program was further stressed by the flags of the Allies, which adorned both the auditorium and the front hall, by minutemen carrying and guarding the American and Maryland flags, by a selection by the Choir, "This is My Country," and by a prayer led by a student.

In keeping with the spirit of the assembly, at the cafeteria the noon-hour following the program dishes representing the various countries were served, as follow: United States, hot dogs; China, chow mein; Russia, savoy ham and cabbage; Italy, spaghetti; France, fish.

Feb. 10-14. Valentine Assembly (To be sponsored by a committee representing the entire school).

There are three special events which could be observed with assembly programs this week: Boy Scout Anniversary Week, Lincoln's Birthday, and Valentine Day. At sometime during the month, many schools will have a patriotic program for a combination observance of the birthdays of Lincoln and Washington.

There are many kinds of Valentine Day as-

sembly programs which are just as much worthwhile and often mean more to students than do the more serious performances. A unique Valentine Day assembly was presented last year at the East High School, Cleveland, Ohio. It was called the "Valentine Recognition Program" and was dedicated to the students of East High School who practice Citizenship, Courtesy, and Kindness toward their fellow students, teachers, and others. The following account of the program was sent by Mr. Edwin Shoemaker, Student Counselor of East High.

Every day many acts of courtesy and kindness are performed in East High School. Valentine Day, February 14, 1946, we planned an assembly to recognize publicly some of these deeds and their doers.

From February 8 to 13, a box was placed in the center hallway, into which students deposited recommendations of students who had performed acts of courtesy, kindness, and citizenship during the preceding year.

Students who were recommended by their schoolmates were presented hearts and ribbons (in school colors) in recognition of their acts of citizenship, courtesy, and kindness performed toward their fellow students, teachers, and others. The text of the program follows:

Opening Remarks.....Austin Besancon
Musical Selection, "Showboat".....
East High School Band

W. L. Steinhauser, Director
Presentation of Hearts and Ribbons.....

Norman Divine, President, Student Council
Song, "Valley of Laughter"....Batten.....

Margaret Blaney
Introduction of Speaker.....Norman Divine
"Citizenship, Courtesy, Kindness".....

George E. Roudebush
Superintendent, Columbus Public Schools
School Song, "East High School".....

Led by W. L. Steinhauser

Feb. 17-23. Brotherhood Week Assembly (To be sponsored by the student council or a special Brotherhood Week Committee).

"Brotherhood Week always occurs during the week of Washington's birthday. Sponsored by the National Conference of Christians and Jews, 381 Fourth Avenue, New York, N. Y., it has been observed each year since 1928. The purpose is to promote brotherhood and co-operation among every nationality, background, and every racial strain in America. The four special weeks which are probably observed most widely in secondary schools are: American Education Week, National Book Week, Brotherhood Week, and Music Week.

The program presented at the Cheltenham High School, Elkins Park, Pa., in honor of Brotherhood Week in 1946 might be of interest. It was contributed by Miss Juanita M. Donner, Journalism Teacher.

Out of the activities of the Fellowship Club of Cheltenham High grew an instructive as-



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sembly program which was considered by students and faculty as one of the best and most effective of the year.

Held in honor of Brotherhood Week, February 17-24, 1946, the assembly was addressed by three students—one a Negress, one a Jewess, and, the third, a white Christian.

Systematically, the Jewish and Negro students analyzed various prejudices pertaining to their racial groups, suggested what their origin might be, and finally, by logical reasons and quotation of statistics, proved how unfounded they are.

Both the speakers were extremely realistic, soft-pedaling neither their own race's mistaken attitude, if any, nor hesitating to criticize the majority group for its lack of understanding. They related some of the rumors which had been started at times by racial agitators, and showed on what bases of truth much destructive fiction had been built up.

Following up their statements, the Gentile girl summarized the relationship of the majority to the minority, and suggested ways and means of bringing about greater harmony, not merely through tolerance, (the word was condemned by all three speakers), but through a real fellowship.

After the conclusion of the three talks, the audience was permitted to ask the speakers questions and add other ideas in a kind of a forum-like discussion. The reaction of the audience to the speeches was very favorable, and many seemed very much moved by the forceful impression made not only by the factual material presented but by the personalities of the speakers.

Feb. 24-28. *An Assembly Dealing with Some School Problem (To be sponsored by the student council or some other group which is particularly concerned with the problem to be considered).*

It is well to have an occasional assembly in which students consider some problem of the school. This may be something which the students wish to see corrected, or some ideal toward which they wish to work. Many programs have been presented in schools dealing with such topics as courtesy, how to study, physical fitness, thrift, health, friendship, safety, good English, first aid, vocations, wise use of leisure, sportsmanship, and numerous others. The best type of program dealing with a school problem dramatizes something which students can correct or work toward correcting.

An example of how a program may be developed around some recognized school problem is contained in the following description which was written by Miss Fannie Magee, Teacher of Dramatics in the Altoona, Pa., Senior High School.

This past fall, my advanced dramatics students presented an original program to show the faults of the students. The poor postures, walks, and voices of our student body made

such a program fitting. We showed the wrong way and then the correct way. These are the groups we had:

1. Scanting Heads—those students who walk with their heads thrust forward.

2. Book Huggers—those who become round-shouldered from carrying books or packages clutched close to their chests.

3. Hanging Heads—those who walk with their eyes on the ground.

4. Hip Standers—students who stand with all their weight on one hip.

5. Amblers and Gallopers—those who have awkward walks.

6. Arm Clenchers—book or pocketbook clenchers. This often leads to a student having a "dead arm"—one that doesn't swing freely when he walks.

7. Fist clenchers—nail chewers.

8. Sitters and standers—the loungers and floppers as well as the wide base standers were shown.

9. Shrill, strident voices and poor enunciation—a group talked as students sometimes do on cars and in the halls and then as they should talk.

10. Makeup—the reaction of girls if boys made up their faces and combed their hair as girls do.

By making students laugh, we hoped to make them conscious of their faults and eager to correct them.

The following month, this group presented another original program with two scenes—(1) An old fashioned physical culture class. (2) An old fashioned elocution class.

SCHOOL ASSEMBLIES IN CENTRAL HIGH SCHOOL

As a conclusion to this month's assembly feature, the following article on school assemblies in Central High School, Tulsa, Oklahoma, seems appropriate. It was written by Miss Alphild Larson, Director of Activities.

The assemblies of Central High have been organized as a vital part of the school in order to educate the students in the integrating knowledges, ideals, aspirations, and socially desirable attitudes of society. The definite purposes of our assemblies are to inspire and deepen student interests and appreciations; to correlate school and community interests; to encourage a spirit of patriotism, reverence, and school loyalty; to create socially minded individuals; to encourage a spirit of co-operation and social



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sensitivity; and, finally to obtain, through carefully planned, organized, and directed programs, public enlightenment.

In order to achieve the definite purpose for which it exists, we believe the assembly must have a tone of dignity and a certain degree of formality. To this end an opening ritual, distinctive for our own school, has been developed, which strikes the desired tone and serves to put the student audience in a harmonious and receptive mood for the main part of the assembly program. But for this large-group participation in the same emotional experiences, our assemblies would not be the success in the educational pattern of our curriculum that we believe they are.

This opening ritual of the assembly is always the same, except for the student leaders, and the necessary variations in scripture lesson and prayer, which must need be in keeping with the special theme of the program. The student leaders are selected from those recommended by the classroom teachers as being leaders in scholarship and citizenship. The students have come to look upon this service as a distinct honor and covet the privilege; students who are asked to conduct the devotionals, preside as chairman, or lead in the student's creed, are delighted to do so. The practice has been adopted of never using the same leader twice, and so, if there are thirty-six assemblies during the year, thirty-six outstanding seniors are given the privilege to preside as chairman, thirty-six juniors to conduct the devotionals, and thirty-six different sophomores to lead in the student's creed. When the three students have been selected to lead an assembly program, they meet with the assembly director who guides them in the preparation of their part of the program for presentation. More than 800 students, out of an enrollment of approximately 3,200, appear in different capacities on our programs each year.

We regard the assembly as one of the chief educational factors in our school, with the result that the series of programs presented each year resembles an extra-educational course. Certain programs are an integral part of our school life and centered around events for which assemblies are indispensable. These programs annually include the opening assembly of the year, the Coronation Ceremonies for the Football Queen, the Senior Class Day Program, the Award Assembly, and the Dedication of the Yearbook Assembly. Other programs consist of appropriate observances of special days: Armistice, Thanksgiving, Christmas, Memorial Day, and birthdays of great leaders in history, literature, science, and art. Still other programs are built around topics of present-day interest: World Peace, Safety, Brotherhood, Red Cross, etc.

These programs are presented in a variety of forms: open forums, debates, panel discussions, original orations, plays and pageants.

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News Notes and Comments

To keep American teachers and students informed of the progress of student government in this country and abroad is the purpose of a quarterly *SELF GOVERNMENT NEWS LETTER* published by the National Self Government Committee, 80 Broadway, New York City.

The Whole Family Goes

For a whole week recently the staff, parents, and students of Marygrove College, Detroit, Michigan, held panel discussions together on problems relating to family life. On panels calling for viewpoints of both generations, e. g., the promotion of understanding between mother and daughter, both youth and adults participated.—*The Education Digest*

A pioneer course in Counselling the Older Person will be offered for the first time by New York University's School of Education in the second term of the present school year, beginning February 5.

Students from more than 2,000 schools are expected to compete for a trip to Europe in the 21st annual national contest sponsored by the Education Committee of the American Association for the United Nations, 45, East 65th Street, New York 21, N. Y.

Open to public, private and denominational high school students under 21 years of age, the contest, scheduled for March 28, 1947, is an examination based on the United Nations. Study material is supplied by the Association to each participating school, that may enter two papers in the final competition for national prizes. If conditions next summer do not permit the European trip, top cash prizes of \$500 and \$100 will be given to first and second place winners. Local prizes are being offered by branches of the Association in 27 states.

High Points is an 80-page monthly periodical for the high schools of New York City. It is edited by A. H. Lass and published by the Board of Education of the City of New York.

The Advisory Board at its October meeting voted to hold the 23rd Annual Convention of the Columbia Scholastic Press Association on Thursday, Friday and Saturday, March 20-21-22, 1947, at Columbia University in the City of New York.

A letter from the New York Teachers Union to the Board of Estimate expressed shock at the action of that city body in eliminating gymnasiums and an auditorium from the new PS 174, Queens.

Describing the Mayor's statement that "we

must cut out the frills" as a "step in the direction of reducing education to the learning of the three R's" the letter urges the Board of Estimate to restore the sliced funds.

The Union statement points out that the general regulations of the Department of Education require local communities "to provide adequate and approved personnel and facilities" for physical education, and that the action at PS 174 is not only short-sighted but, also, illegal.

—*N. Y. Teachers News*

Yearbook "School" Draws 145 Editors

Springfield, Utah.—145 students and faculty members from schools throughout Utah attended the second annual yearbook school here recently.—*The Journal of Education*

New Military Training Plan Proposed

A new universal military training program is proposed by the War Department to provide a minimum of 6 months' fulltime training for young men 17 to 20 years, plus further National Guard, ROTC, or reserve service. Under the new army training program, which will be presented to Congress this fall, all physically fit young American men would be required to perform one year of military duty.

Posters for Schools

"We Hold These Truths" is the title of four posters which the Council Against Intolerance is distributing, without charge, to teachers and others in educational work. Pronouncements of four great Americans are woven into photographic montages to illustrate the principles which these national leaders have enunciated to make America united. The four posters, accompanied by suggestions for classroom use, illustrate statements by George Washington, Thomas Jefferson, Abraham Lincoln and Franklin D. Roosevelt. Photographs of many types of Americans, busy at their daily tasks, bring out the fact that it takes all kinds of folks to make a nation.

The posters and the suggestions for their use may be obtained from the Council Against Intolerance, 17 East 42 Street, New York 17, New York. Position and School affiliation should be included when requesting "We Hold These Truths."—*Scholastic Press Review*

The South Dakota High School Press Association held a successful state convention last fall. The twenty-second annual meeting attracted 963 student journalists and advisers from 93 schools to the State College campus in Brookings.

—*The Scholastic Editor*

From Our Readers

Editor, School Activities:

We are planning to form an Honor Society in our high school. Can you give us any information on the method of setting up such a society?

Very truly yours,
Juanita Jones
Chauncey-Dover Exempted
Village Schools
Chauncey, Ohio

We suggest that you write to The National Association of Secondary School Principals, 1201 Sixteenth Street, N. W., Washington, D. C., and ask for information on The National Honor Society. This is the best society of which we have knowledge; and it was designed especially for schools such as yours.

Editor, School Activities:

May we have your permission to use a portion—a very generous portion—of Harold Gibson's article on "Free Medical Care" which appeared in your November issue? We want this information, which is too good for our Texas debaters to miss, for publication in "The Interscholastic Leaguer."

Sincerely yours,
Oletta Williamson, Acting Editor
The Interscholastic Leaguer
Austin, Texas

We are glad that you found this material valuable. Of course, you have our permission; we are happy to work with you.

Your School Can Have a Yearbook (Continued from page 152)

on it or whether it is fully covered with pictures. This method lends itself to originality in arranging material for the different pages. The appearance of the book is then left to the ingenuity of the staff. This calls for an imaginative and talented staff, inasmuch as, the materials will be reproduced exactly as finished by them. No longer can they depend on the printer to balance a page for them or decide on a better size of type, etc. When using this method, the copy can be typed or can be cut from printed magazines or books.

Four hundred copies of the 1946, 72-page, LA LUNA cost \$1100 in round figures, including \$400 photography expense, which could be brought down to one-third that amount if the school owned its own photographic equipment. The money raised to finance the project was as follows:

Advertising: \$20 to \$32 per page (depending on the size of space) 16
pages\$400

Paid by classes and other groups...350

Subscriptions at \$1.25 per book....385

A school does not necessarily have to spend \$1100 for a yearbook. Photography expense could have been \$150 or less, and many special additions which LA LUNA had this year could be eliminated, such as, bleeding all pages at 50c each page, printing in blue ink for \$20, and special enlargements or reductions of copy.

This is not intended to leave the impression that publishing a yearbook is a simple matter. It requires considerable patience to deal with some uncooperative and unappreciative students, teachers, and administrators who may not realize the value to them of such a book; and it requires Herculean stamina to withstand the strain of working under pressure to meet contractual deadlines. Work has to be well planned early in the year in order to have the printers offer a contract. But the value derived by those who work on the project, by the school, the students, and the community justify all the efforts.

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C. C. HARVEY, *Department Editor*

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DENVER'S ALL-CITY STUDENT COUNCIL

Our All-City Student Council is still exploring its own possibilities, but the following is a brief account of its organization and the activities we have undertaken at the present time.

The organization is composed of the head boy and head girl from each junior and senior high school, together with the junior representative, whose term of office is twice as long as that of the head boy and head girl. This arrangement is for the purpose of providing continuity in council membership. We have not yet made arrangements for including art representatives or editors of school papers, but it is felt that the council should be strengthened in this way.

The first project was to carry out plans for "A Safe and Sane Hallowe'en" in the city. Each school conducted a campaign within its own building, which included assembly programs, articles in school papers, contact with the Parent-Teacher associations, and encouragement of small group parties. General community contact was made by the council through radio programs, newspapers, publicity, visits to the City Council and the Police Department, and requests for specific help from the Retail Merchants Organization and the Junior Chamber of Commerce. The campaign was an outstanding success and reduced the number of police calls for Hallowe'en to an all-time low.

The second project was a Youth Concert play-

ed by the City Symphony Orchestra. Tickets were sold in the high schools to students only. Parents and teachers did not attend, but over 3,300 students attended. Plans are now under way for a series of concerts during the current school term. Our students have begun work on a small pamphlet on etiquette which will contain rules of conduct at various types of social functions for high school students. The council is also beginning work on a "Clean-up-Paint-up" campaign, which will be carried on in co-operation with the Junior Chamber of Commerce.—CHANDOS REID, Supervisor, Department of Instruction, Denver Public Schools.

HOW WE DEVELOPED A COURTESY CODE

"We believe the students should be courteous to everyone with whom they come in contact" is a quotation from a creed written by the eighth grade English classes and adopted by Westhampton Junior High School, Richmond, Virginia. The Student Council's Courtesy Committee felt that it would be a good plan to enlarge upon this idea and draw up a courtesy code which would emphasize the accepted modes of conduct in all types of situations; at home, at school, and in public places.

The first step of the Committee was to send the following announcement to homeroom teachers and presidents:

In the creed which we have recently adopted we stressed the importance of courtesy at all times. It therefore seems fitting that the teachers and students at Westhampton draw up a courtesy code emphasizing the accepted modes of conduct in all types of situations; at home, at school, and in public.

We want everyone in the school to share in the preparation of the code, and so special topics are being assigned as follows: (1) Introductory Statement by the Courtesy Committee; (2) Courtesy in Our Assemblies, Room 304 (Consult the Assembly Committee); (3) Courtesy in the Auditorium During the Recess Period, the Monitors; (4) Courtesy in the Cafeteria, sixth grade (Consult the Cafeteria Committee); (5) Courtesy in the Classroom, Room 303; (6) How to Show Respect to the Flag, the Color Guard; (7) Sportsmanship and Courtesy at Games, Room 200 (Consult the Athletic Council); (8) Courtesy in Our Halls, Room 204 (Consult the Monitors); (9) Courtesy on Our Playgrounds, Room 104 (Consult physical education teachers); (10) Courtesy in Our Library, Room 203 (Consult the Librarian); (11) Courtesy in Public Places, the Courtesy Committee.

We are sending out some material which we hope will help you in the preparation of your

report. Please use this for suggestions only, and let the code which you write represent the real thought of your group. We suggest that you appoint a committee to be responsible for the work, but have everyone share in it through frequent group discussions.

The Librarian co-operated with us by arranging a table of reference books on manners and conduct. This was used frequently. The committee kept in close touch with the progress of the work by asking for reports at the weekly meeting of the Council. In the meantime the committee was working on its two topics and decided to add two more—one page of quotations on courtesy and another page of pertinent questions to be used as a personal checkup.

When the rooms sent in their reports, they were edited by a committee, and a few were returned with some suggestions for improvement. The finished material was mimeographed and placed in folders of our school colors, blue and gold. The folders were made by the Art Department.

During an assembly program, the vice-president of the Student Council, who is also chairman of the Courtesy Committee, presented one of the booklets to each homeroom president and to the Librarian.

We realize that there is danger of having only lip-service given to these ideal practices, but we hope by using these booklets in carefully planned homeroom programs on co-operation, unselfishness, and consideration for others, we shall make courteous behavior the habit of all our boys and girls.—IMOGEN B. WRIGHT, Sponsor of Student Activities, Westhampton Junior High, Richmond, Va.

ANNUAL ICE CARNIVAL AT SHEBOYGAN HIGH SCHOOL

An annual event which provides much fun for Central High School students of Sheboygan, Wisconsin, is the Ice Carnival which is held in January at Roosevelt Park.

The executive board of the Senate assumes the responsibility of all the arrangements. The president of the Senate appoints a committee which has charge of all the details including dancing and skating.

A king and queen are elected for this event from members of the senior class. Nominations are made in the homerooms after which an election is held. The girl and the boy receiving the greatest number of votes become the winners. The two opponents receiving next highest vote become their attendants.

Nominations and elections are also held in the junior, sophomore, and freshman classes. The girls and boys receiving the highest number of votes in each of these classes also become their attendants. The one requirement for all nominations is that the students be good skaters.

At nine o'clock the formal ceremony of crowning the king and the queen is held. The school presidents invests them with their capes and

crowns. Each gives a short speech of appreciation, and they then lead the grand march, followed by the eight attendants from the senior, junior, sophomore, and freshman classes.

After the ceremony and the grand march, everyone joins in skating. If one tires of skating, he may go into the shelter house, where he may converse with friends, dance, or partake of refreshments.—PEGGY ANN NELSON, Creative Writing Club, Central High School, Sheboygan, Wisconsin.

THE CAMPAIGN FOR MAYOR AT SPAULDING HIGH SCHOOL

Each year *The Red and White*, a quarterly magazine published by students of Spaulding High School, Rochester, N. H., sponsors a Mayoralty campaign as a means of increasing the number of subscribers. The business staff of the magazine promote the campaign and get various groups in the school to back candidates for Mayor.

Campaigns are planned along the lines peculiar to our political system, promising free lunches, free gum, shorter school days, etc. Much enthusiasm is created about a week before voting day, which is the assembly of the first week in October. Parades are staged through the city and competition for votes is very keen.

The climax is the assembly. Each candidate may have ten-minutes to present his case to the student body. The entrance of the candidate is usually novel, coming down the main aisle with trumpet fanfare and placards; or being carried in on the shoulders as a conquering hero; or descending in a chair from above as a gift from heaven, etc. A speech is made in which he states his program, hands out free literature (funny books) or distributes free gum, etc. He then has a group of players who present a vaudeville act in his support. These acts have been group and solo singing, orchestras, play-ets, and just plain skits which were in imitation of many radio shorts.

One year, a group of four senior boys sang many of the advertising slogans common on the radio, twisting them a bit to give the local touch. Another skit that was very entertaining was the scene of a voting booth, and everyone who was voting was apparently in favor of the candidate who was staging the scene. Even the boy and his dog, and the man with the live billy-goat went to the voting booth intent on voting for "Casey" for Mayor.

Before the close of the assembly, the business manager explains that a subscription costs seventy-five cents and allows four votes for

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method of increasing our subscription list works very well, and lends a real issue for a pupil participation assembly.—JOHN M. COTTON, Headmaster, Spaulding High School, Rochester, N. H.

WE GET THINGS DONE BY WORKING TOGETHER

Perhaps it was the stork that brought our school new chairs and built a shop, but whoever it was found plenty of work when informed that he was to deliver millions of tons of spirit to a school called Washington-Lee in Arlington, Virginia. Poor overworked Sammy Stork must have been somewhat discouraged when he had to devote all his strength to supply the school with an inexhaustible store. But Sammy did a fine job.

When it was discovered that funds were short and needed by the Athletic Association, which had a full schedule of out-of-town games, the school dipped into its supply and mixed it with a brilliant idea for the purpose of raising money. Teachers and students worked together to promote this plan, which was a variety show in which every member of the school who had some talent would receive an opportunity to display it. The students were entertained with everything from piano solos to speeches by alumni who are now famous in the professional sports world. The show was a big success and remained as the topic of conversation for a long time.

More recently, the students have undertaken a much greater task. It too, is being done with an atmosphere of sincerity rather than one of "must". This time it is a county-wide campaign to raise money in order to help build a memorial in the form of a civic center. The huge \$300,000 project is being erected in honor of those who gave their lives in World War II, and it is to serve as the center for the neighborhood youth. The students are especially interested in this memorial as a recreational center, which is to contain a swimming pool, gymnasium, and a spacious auditorium. Plans for installing facilities for various other activities of interest to young people are being drawn up.

Besides donating over \$1,000 the students have contributed countless hours soliciting in the campaign.

These are but two of the worthy projects our school has carried on in the past year. It is the co-operation of students and teachers, which makes a school successful in its activities and brings about a condition where democracy can exist. At Washington-Lee High, we get things done by working together.—GERALD GOLDMAN, Journalism Class, Washington-Lee High School, Arlington, Virginia.

PROJECTS SPONSORED BY OUR JUNIOR TRI- HI- Y GROUP

According to sociologists, the present growth of juvenile delinquency has many of its roots in

environmental factors. Briggs' oft-quoted remark is that the aim of education should be, "To teach children to do better those desirable things that they will do anyway;" therefore, to work to improve the social influences that all young people naturally seek should be the aim of all thoughtful citizens. For these reasons, "Teen Town," a youth center for boys and girls of Rochester, N. H., was established.

"Teen Town" was primarily sponsored by the Junior Tri- Hi- Y Club of Spaulding High School. The students composing the Club decided that there was urgent need for a place where boys and girls could go after school hours to chat, relax, play games, and dance, all under adequate chaperonage. It was then that the Community Activities Association offered one of its rooms for this purpose. The girls scrubbed, painted, and redecorated this room, and later took over what was formerly the Boys' Club-room, a place possessing such added attractions as ping-pong, billiards, and many table games. "Teen Town" then opened its doors every afternoon from 2:30 to 5:00; and four evenings a week, Monday and Tuesday, from 7:00 to 9:00; and Friday and Saturday, from 7:30 to 10:30.

There was enthusiastic response on the part of young people of the community. Committees were organized to take care of admissions at the door, sale of refreshments, supervision and use of equipment, cleanliness, and the planning of special events such as ping-pong tournaments and parties. Membership cards were sold to regular patrons, while others were admitted for a small fee.

The Junior Tri- Hi- Y organization also holds its regular weekly meetings, sponsoring two service meetings each month, one educational and one recreational. As service projects this year, the club has made knitted squares for an afghan to be given to the Junior Red Cross, stuffed toys to be sent to children in foreign lands, and also sewed for the Red Cross. At Thanksgiving, baskets were filled and delivered to needy families.

The educational meetings usually include discussion of books, current events, and the showing of educational moving pictures. Well-quali-



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fied speakers frequently address the group. Recreational meetings include parties, covered dish suppers, etc. Another project is the organization of basketball teams which schedule regular practices and games.—JOHN M. COTTON, Headmaster, Spaulding High School, Rochester, New Hampshire.

A SUCCESSFUL JUNIOR HIGH SCHOOL DANCE

In Wilson Junior High (Erie, Pa.) the students who want or like dances are in the minority. Most of the students would rather have the ping-pong tables in the gym or play games for the evening. The minority group, however, is usually a capable enough group that the members find some way of selling the idea of a dance to the ninth graders at least.

Last spring these students planned and executed one of the most successful dances we've ever had. They borrowed tables and chairs from home, from the school library and cafeteria, and set them around the edges of the gymnasium floor. Paper to cover the tables was a donation obtained from our local papermill. Students with artistic yearnings decorated the table covers with crayon drawings.

Groups who were coming together reserved tables for their parties. Each guest, therefore, had a place to sit. The admission tickets entitled each to pop and potato chips, which were served at the tables. Having a definite place to be between dances acted as a curb to the normal biostrousness of this age youth without dampening their natural exuberance.

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The students are still talking about how much fun they had and the teachers who acted as chaperons say they never had less to do.—MARGARET A. KUHN, Wilson Junior High School, Erie, Pa.

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When school is dismissed in the afternoon, there were about 500 students who made a grand rush for the streetcars. Our school is located on the main thoroughfares, and cars buzz back and forth. Students in a mad rush to board one of the two cars available made a hectic situation. The street car company threatened not to stop

any more cars, and it was a problem how to have the students stand around for ten to fifteen minutes waiting for one of the cars to come along.

The student traffic squad met and discussed the problem. Leaders of the squad telephoned the traffic division of the Oakland Police Department, and the City Engineer, and asked for a conference and survey of the problem. The two departments of the city government were cooperative and discussed the problem with the committee. After several days a plan was made.

A certain section was marked off where students could go across the street. Another section was laid out for students who wished to board a south-bound street car. Signs within a half a block from the school were posted, advising motorists to drive slowly. The Board of Education put in iron posts in the cement approach to the street car zone. A pliable cable was purchased and stretched from one post to another, making an approach lane. Students then took control of the traffic. One blew the whistle to stop automobiles. Stop signs were dropped, and the students boarded the street cars, two-abreast in a most orderly fashion. The street car company sent out a special ticket collector and an additional car to help with the problem. In ten-minutes time now, every student wishing to go home by street car can be cleared. This shows what can be done with the co-operation

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R. E. McEachin, *Managing Director*

Hotel CONTINENTAL

ELEVENTH at BALTIMORE

of the city department, the school department, and civic-minded students.—ELWOOD V. HESS, Dean of Boys, Technical High School, Oakland, California.

MORTON'S PLAN OF STUDENT GOVERNMENT ORGANIZATION

J. Sterling Morton High School, Cicero, Illinois, is unique and outstanding for its program of out-of-classroom activities. Much could be written about its sixty-odd clubs and the counselors that aid in supplying the enriched life for students. But it is the democratic organization that I would represent to you, namely the Morton Student Government Association.

Authorities approved student participation in school government in 1933, and aided in organizing the Student Government Association. The purpose of this organization, as set forth in its constitution, is "to promote better school citizenship, better sociable relationships between the members of the classes, to assist in carrying out class elections, assembly programs, and all other student activities conducted for the wellbeing of the school and the student body."

All students of Morton High are members of the Association. Each GA (Guidance Activities) class elects one representative each semester to a body known as the MSGA ASSEMBLY. The duties of the assemblymen are: (1) to transmit to their respective classes all important news pertaining to the school, (2) to act as the legislative body of the Association, and (3) to elect six seniors, six juniors, four sophomores, and four freshmen, who together with the four class chairmen, constitute the executive body called by the Board of Directors.

The Board of Directors elects a chairman, vice-chairman, secretary, assistant secretary, and treasurer. They also elect three faculty members, who advise and assist the Association. Most of the executive work of the Association is carried out by the Board of Directors through a committee system. Committees are headed by members of the Board appointed by the chairman. A number of standing committees function continuously.

The Assembly Committee works with the faculty-assembly chairman in planning and supervising all school assemblies.

The Booster and Athletic Committee promotes schemes for the fostering of school spirit through campaigns for clean-up, courtesy, support for athletic teams, etc.

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Temporary committees are appointed throughout the year as the need for them arises. Complete reports of the work of all standing and temporary committees are kept on file in the Association's office.

The judicial power of the Association is vested

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fied speakers frequently address the group. Recreational meetings include parties, covered dish suppers, etc. Another project is the organization of basketball teams which schedule regular practices and games.—JOHN M. COTTON, Headmaster, Spaulding High School, Rochester, New Hampshire.

A SUCCESSFUL JUNIOR HIGH SCHOOL DANCE

In Wilson Junior High (Erie, Pa.,) the students who want or like dances are in the minority. Most of the students would rather have the ping-pong tables in the gym or play games for the evening. The minority group, however, is usually a capable enough group that the members find some way of selling the idea of a dance to the ninth graders at least.

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in a Court of Justice composed of three students and two faculty members elected by the Board of Directors.

The Court of Justice holds regular court sessions as often as the number of cases demands. Aside from the three student and two faculty justices indicated in the constitution, the court maintains two court secretaries, who record the proceedings, two bailiffs, who summon the defendant and witnesses to the court trials, and one clerk. Cases tried by this court are those of students who have been charged with violation of M. S. G. A. regulations. Penalties meted out to offenders found guilty vary in accordance with the offense.

All sessions of the Assembly, the Board of Directors, and the Court of Justice are open to visitors. Students gain a better knowledge of the functioning of student participation in school government through occasional visits. —*J. Sterling Morton High School News Bureau; Gladys Turner, Director.*

GIRL'S SERVICE CLUB SUPERVISES CAFETERIA

At the El Monte, California, Union High School, the cafeteria is under supervision of the "Lioness," Girls' Service Club. Members of this organization are on duty each noon to see that rules are observed and that things run smoothly and efficiently.

Lionesses are junior and senior girls. In order to become a member, girls are required to write a paper stating why they want to belong to the group. Members are approved for membership on the basis of honesty, dependability, willingness to work, leadership ability, and scholarship.

After considerable experimentation, the Club has a set of rules for the cafeteria which have been very helpful. New ideas for improving the cafeteria and making it function more efficiently are discussed constantly in the weekly meetings.

Each year, for the benefit of the new students and to refreshen the memories of others, some member of the organization presents the rules of the cafeteria to the student body by means of the public address system. Club members on duty leave their classes five minutes before the end of the period just before the noon hour.

A large percent of the students eat in the cafeteria every day, and it is necessary that everything work efficiently. Due to the fact that the Lioness Club is composed of girls who are dependable and know how to assume responsibility, the group has avoided the unpleasant situations which often happen in connection with school cafeterias and have relieved teachers and administrators of a difficult task. The work of this group is appreciated by all members of the school.—*G. V. BURNETT, Co-ordinator of Extracurricular Activities, El Monte Union High School, El Monte, California.*

WAKE UP AND KNOW WHAT'S HAPPENING IN THE WORLD

What good is a free press if the "press of everyday affairs" crowds current information out of the lives of the students of today and the citizens of tomorrow? This question so disturbed the teachers of St. Joseph, Michigan, High School, that they undertook an energetic program of education to "wake up students to what's happening in the world of today."


Students found out about it when they saw on the bulletin-board a large "barometer" scaled from 0 to 25. Over the section from 0 to 25 were the words: "Start thawing your thoughts on world affairs." Other comments along the scale read: "Warming up for new information," "Strong currents of events rising," "High headline headwinds," and "It'll be mighty hot here soon—for news ninnies!"

At first, the students scented and resented "more work," but there were intriguing classroom displays of newspapers with headlines circled in red, along with pictures and charts colorfully presented to capture attention and interest. Any subject like geography or history became more fun as human interest stories of places and personalities prominent in current affairs were stressed.

Students were urged to listen to at least one news broadcast each day and to discover the family newspaper—outside of the comics! They found themselves working in committees listing and posting the hours for the best radio news program, and clipping and preparing displays of newspaper items and stories. Some of the leaders discovered that they were enjoying themselves and gaining new insight into the affairs of the world, and their enthusiasm began to spread. Soon there was a chorus of voices asking, "When may we have the test?"

The quiz contained 25 statements about people, places, and events which were to be identified by the students. "Who is the Prime Minister of England?" "Where was the first atomic bomb dropped?" "For what do the letters 'UNO' stand?" Scores on the test were given ratings, with 10-15 correct answers rated "good," and 15-20 "superior." Those who scored over 20 were listed as "experts" and were given special publicity in a "Who's Who in What's What" section of the school paper and in the city newspaper.

A few mornings later an assembly was called



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fer an important news broadcast. The "broadcast" was a clever fake, with all the "news" coming over the sound system from behind the stage curtain, and climaxing in a hilarious German roundup of "der noose." Then the curtain parted to reveal the student news "experts" seated in the midst of a resplendent stage setting of gay flags and maps and charts and playing the role of commentators. They continued the program with a roundtable discussion of current affairs and answered questions sent up from the student audience.

The News Test has been a regular, though unofficial, part of the school program ever since.—WENDALL W. HANER, St. Joseph, Michigan, High School.

THE SCHOOL NEWSPAPER IN THE LOCAL DAILY

Publication of the school newspaper as one page weekly in the local daily paper was begun in Manchester, Connecticut, as a depression measure, but the practice has been maintained because of its value as good public relations.

The *High School World* of Manchester High School appears every Thursday during the school year in the *Evening Herald* under its own masthead, with headlined news and feature stories and pictures. Many city schools have school news in a professional paper, but very few have the separate page form.

Advantages are numerous. The eight columns give so much more space than is provided in the customary six- or eight-page school paper that there is room for much more coverage of what goes on in classrooms, as well as in extra-curricular activities. Recognition is thereby given to students who do an outstanding project or take part in a classroom debate or discussion, as well as to athletic and dramatic club stars. Parents and friends of the students have opportunity to follow their work and their fun. The taxpayer sees what he is getting for his money that goes into the high school. (Our eleven years of experience have proved that the page is read by innumerable people who have no personal connection with the school). There is, obviously, no problem of securing advertising, nor of getting subscriptions.

Not all newspaper owners would be sufficiently farsighted to undertake publication of such a page. The *Manchester Evening Herald* sees the value of the page as feature material and as a source of goodwill. The *Herald* pays the *School World* staff a sufficient sum to cover expenses of photography, mailing out exchanges, and hiring a bus to take student staff members to the State Scholastic Press Convention each year.

Practically all the work of editing the page is done during the school day. Assignments are given out at a weekly staff meeting on Fridays. Copy is brought in by the twenty reporters

each assigned to several teachers or clubs, on Monday morning, unless something on their beat occurs on Monday or Tuesday. Typing, copy-reading, headlining, and page makeup are done by the student typists and editors during their study periods on Monday, Tuesday, or Wednesday. Reporters and editors gain marked values in responsibility and leadership, as well as in writing and editorial practice.

Manchester High School has a senior year-book and a literary magazine, but its school news will continue to be published in the *Evening Herald*.—HELEN J. ESTES, Faculty Adviser, *The High School World*, Manchester, Connecticut, High School.

DEAN'S COMMITTEE RENDERS REAL SERVICE TO SCHOOL

In the Tucson, Arizona, Senior High School, the Dean's Committee, comprised of seven senior girls, renders much real service to the student body. Their programs are so arranged that each works one hour a day in the Dean of Girls' Office, without credit or pay. They report for duty every day in the year and enjoy no special privileges.

General office work of the Dean's Committee includes answering the telephone, handling requests made by students, teachers, parents, or other visitors who come to the office while the Dean is out. Besides rendering ordinary first aid, in an emergency the committee carries the stretcher wherever needed and has the sick student transported to the cot in the room adjoining the office where first aid is given and the nurse called.

The Committee does much routine work involved in the supervision of Student Social Life, the Junior Red Cross, Girls' Attendance, and in the disposition of lost and found articles. In regard to Student Social Life, all events are registered in the Dean's office. Each May, the next year's social calendar is made in advance from entries indicated by the faculty on blanks given them for registration of social affairs. At intervals of three months, mimeographed copies of the calendar are given the faculty.

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The Committee also assists at dances given after football and basketball games; students must be assigned as ticket-sellers, ticket-takers, doorkeepers, checkroom operators, etc. Assignments are alternated, so that boys and girls who officiate will not have all work and no play.

In their respective periods, Committee members preside at meetings of Junior Red Cross Chairmen, giving them instructions for work to be done in the 74 homerooms. Every day one member returns to owners articles identified in Lost and Found and disposes of unidentified articles unclaimed for thirty days.

By careful checking when filing girls' absence excuses, members daily inform the Dean of cases of absence which exceed the average. Under close supervision they prepare absence and demerit letters for mailing to parents; this they do by adding to form letters specific information regarding particular students' attendance and citizenship.

For special events originating in the Dean's Office the Committee prepares posters, programs, publicity, mimeoscopes, stencils, etc. Some they post on bulletin-boards; others they place in faculty mail boxes for use in homerooms. They prepare and carry notices to students who must be called to the office from classrooms or study halls. They also notify students of group meetings held in the conference room.

Obviously, Committee members are in positions of high trust and large responsibility; therefore, only girls worthy of trust and capable of responsibility are permitted to serve. Faculty members recommend members for the committee. Each girl appointed must be in the upper third of her class and must have excellent attendance and citizenship records. Some accepted girls have been prominent in activities prior to selection and some have been obscure. Upon accepting a place on the Committee, the latter usually emerge from this obscurity.

Faculty members approve of the Committee and benefit by services the girls gladly render them. That the responsibility given to any one girl has never been too much is largely due to the care used by the faculty in making the recommendations and to the honor which the girls themselves attach to Committee membership.

Relieved of so many routine and minor duties by the Committee, the Dean finds ample time for conferences with students and with officers in activities under her supervision. Perhaps the greatest value derived from the Committee is one that was in no way anticipated: the girls in the office have come to be regarded as a bond of fellowship between the student body and the Dean, a relationship too often lacking in the large high schools of today.—CALANTHE BRAZELTON, Dean of Girls, Tucson, Arizona, Senior High School.

PUBLIC RELATIONS PROGRAM BY-PRODUCT OF ACTIVITIES

The public relations program of the Cliffside Park, New Jersey, Senior High School might be considered unique insofar as there is no ostensible attempt to publicize the school or to "high pressure" the community on its virtues. Yet, it is felt that the need of the community for information on secondary education is adequately met. Publicity is the by-product of a comprehensive program of activities which serve to keep the public informed and to promote community goodwill.

Parents and public are frequently invited to view the school in action, and arrangements are always made to assure a hospitable setting for such visits. But the channels through which the forces of public information flow are as varied as the program of activities.

The activities and procedures which are especially effective in acquainting the public with the school include: public presentation of school plays; part-time employment of secretarial students in local business enterprises; student panels and forums before public groups; joint meetings of teachers, administrators, and board of education; athletic contests; assembly programs, especially those enlisting aids of local groups; Hi-Y and Co-Y Parents' Night; teacher participation in local organizations; teachers and administrators serving as guest editors of local newspapers; teacher association dinners and teas; appointment of local citizens on special school committees; conferences of teachers and parents on certain students; school newspapers and magazines; and assistance of Hi-Y and secretarial students in Red Cross campaigns and flood relief.

Other activities are: the band and fife and drum corps, which play at games and in local parades; invitation of parents to induction of members into the National Honor Society; annual report to the State Department of Public Instruction, which is discussed in local newspapers; occasional mimeographed bulletins to parents on special phases of school work; reports to parents on student progress; letters to parents when students do not take advantage of special help periods; school parties and dances open to parents; interviews of school doctor and nurse with parents of students having special difficulties; interviews of principal and counselors with parents of new students; invitations to local business and professional men to talk before school groups; and a part of the course of study

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in civics which deals with the local schools and their aims, objectives, and organization.

The public relations program of our school is based upon "the school in action." A considerable portion of it is a by-product of and grows directly out of the activity program of the school.

—WILLIAM F. STEINER, Vice-Principal, Senior High School, Cliffside Park, N. J.

WE LEARN ABOUT STUDENT GOVERNMENT BY VISITING NEIGHBORING SCHOOL

On May 8, 1946, the newly elected Executive Committee of the Federation Council, the present secretary, and the new presidents of Girl Reserve, Hi-Y, and Safety Council of Manhattan Junior High School along with the Council Sponsor, Miss Dougherty, the Principal, Mr. Burnette, and Homeroom Mother, Mrs. Skinner took a trip to Emporia, Kansas, to visit Lowther Junior High School. This trip was made so that these new officers could become better acquainted with the system of government of another school—also to give them a chance to get new ideas for the betterment of our own school.

We arrived in Emporia just as school was taking up. Upon entering the building, we were each assigned escorts who took us to their classes and showed us around the school. At noon, we were served a lunch in the school cafeteria. In the afternoon, a tea was given in our honor. At this time, we were given an opportunity to ask any questions which we might have. We learned a lot about their school, its regulations, activities, and government. We were able to take back some excellent ideas to our school.—JESSIE LEE DODSON, Secretary Federation Council, Junior High School, Manhattan, Kansas.

ITEMS IN BRIEF

Parents of Burley, Idaho, junior and senior high students went to school for a day last spring, while the boys and girls stayed home. Inaugurated to give parents an insight into what goes on in regular school sessions, the plan met with much approval by the 300 parents who attended. The parents rode school busses to the school, attended regular class sessions, were fed in the school lunchroom, and participated in an open forum. A motion was passed and approved, to continue Parents' Day as an annual event.

Teachers of the Washington Irving School, Boston, have formed a discussion club which meets every two weeks to consider topics of common interest. Each meeting opens with the serving of refreshments, followed by a musical interlude, and the remainder of an hour and a half period devoted to the topic of the day. The club has been in existence for over a year, and it has more than fulfilled the suggestion in the original invitation that "with a choice morsel,

a cup of tea, and a little music, a series of discussion meetings might become a worthwhile event for all concerned."

Following are the aims of the Winged Arrowhead Club, Arrowview Junior High, San Bernardino, California: (1) To foster leadership among the boys of the Arrowview Junior High School; (2) to aid in building and maintaining a high morale within the student body; (3) to develop a spirit of community service for the sake of the service itself; (4) to develop a feeling of pride in the school and its accomplishments; and (5) to provide added means of education and enjoyment through agencies outside the school. This service club, which represents a cross-section of the activities of the school, has been of great assistance in developing responsible citizenship among students.

Baltimore, Maryland, recently held a city-wide oratorical contest on the topic, "The World We Want Tomorrow." This contest was open to all junior and senior high school students. Its purpose was to stimulate thinking on what our peace aims should be.

Riverside High School, Milwaukee, Wisconsin, operates a Student Placement Bureau. Originally the graduates of the commercial department were the only ones placed in jobs through

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its aid, but during the past few years it has assisted students of all departments in getting jobs of all kinds. It also assists students in finding part-time work while attending school.

A citywide student "Library League" has helped to keep interest high for the past three years among student librarians in the junior and senior high schools of Roanoke, Virginia. Purposes of the League are: (1) to develop more interest among students in selecting library work as a profession; (2) to make the student assistants more efficient; and (3) to serve as a social organization through which students doing the same work in the schools may become better acquainted with each other.

Fairbury, Nebraska, High School has organized what is known as "The Boosters' Club." Its purpose is to arouse interest in and boost all activities of the school. Composed of three representatives of each of the four classes, the Club gives leadership in promoting school spirit and new activities, participates in service and money-raising projects, and helps to arouse interest among citizens of the community in the activities of the school.

Members of the Spanish Club at Leesburg, Florida, High School, keep watch for citizens of the South American republics to visit their town. Whenever a prominent person comes from one of the Spanish-speaking countries, the Club invites him to talk before a meeting. In this way the Club has had as guests both adults and boys and girls from South America.

Comedy Cues

You have read a lot about the knights of King Arthur who fared forth on coal-black chargers to rescue beautiful maidens from dragons' clutches, but did you ever know that one of them was mounted on a St. Bernard dog? His name was Sir Marmaduke, and he and the St. Bernard performed many a daring deed. One evening, however, they were caught in a torrential thunder-storm, and sought shelter at a nearby tavern.

"Reservation?" asked the room clerk.

"No," admitted Sir Marmaduke.

"Sorry," said the clerk, "no room without a reservation."

It was at this moment that he discovered that Marmaduke was sitting astride his faithful St. Bernard. "Hold on," said the clerk. "We'll have to find something for you. I wouldn't put out a knight on a dog like this."

HARD TO PLEASE

A farmer had a son at college. At the end of the first year the son came home in high feather. He stood second in his class.

"Second?" said the father. "Second!" Why

didn't you stand first? What do you go to college for?"

The young man returned for the second year, determined to win first place. At the end of the year he returned home and announced his success.

The father looked at him for a few minutes in silence, then shrugged his shoulders, and said: "At the head of the class, eh? Well it can't be much of a college, after all."—*Journal of Education*

A BOY SCOUT ASSEMBLY (Continued from page 151)

point of the audience as well as the performers.

2. It was inspirational and promoted intelligent patriotism.

3. Favorable audience reaction was obvious.

4. It showed careful preparation in a variety of activities.

5. School and community interests were correlated.

6. It was scheduled on regular school time for a full period.

We recommend such a program as this, preferably during Boy Scout Week. It is educative and wholesome.

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